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ARTHUR ELEMENTARY TEACHERS OPINIONS

OF INSTRUCTIONAL TELEVISION

(TITLE)

BY

EDGAR D. SMITLEY

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

EDUCATION 581

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
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1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*August 6, 1964*  
DATE

ADVISER

*August 7, 1964*  
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DEPARTMENT HEAD

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### The Problem

The purpose of this study has been to ascertain the opinions that the Arthur Elementary teachers have about instructional television that is being used in the Arthur Elementary school system.

#### The Scope

For the purpose of this study information has been gathered from the fourteen teachers that were using instructional television in the Arthur elementary school system.

#### The Definition

Instructional Television - Courses of study that are being taught to the children for the purpose of learning specific subject matter by the use of television.

Arthur Elementary School System - Fourteen classrooms contain grades one through six.

MPATI - Midwestern Program on Airborne Television Instruction.

### The Need

This problem has not been studied in any form in this school system. It would be an asset to the supervision of the program if the teachers' opinions were known.

### The Method

The information for this study has been collected by use of a questionnaire which was answered by the fourteen teachers, and by personal interviews with supervisors in the Arthur school system.

### The Treatment of Data

The information from the questionnaire and interviews has been used to compile the opinions that the teachers have, in general, about instructional television in the Arthur Elementary School.

## CHAPTER II

### THE ARTHUR ELEMENTARY PROGRAM OF INSTRUCTIONAL TELEVISION

The Arthur Elementary school has been a member of MPATI for the past two years.

The telecasts are organized and produced on tape at Purdue University, Lafayette, Indiana. The sending station is airborne. There are two DC6 airplanes used to broadcast two subjects simultaneously. Two frequency channels are used to accomplish this. One plane is used and the other plane is a standby to be used if there is trouble which prevents the first airplane from flying. While circling in a "lazy eight" about four miles above Montpelier, Indiana the airplane broadcasts the materials to the schools.<sup>1</sup>

Sixty-six schools in the thirty-three counties in Illinois were using these broadcasts for the school year of 1963-64.<sup>2</sup>

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<sup>1</sup>This Is Airborne (Lafayette, Indiana: Memorial Center, Purdue University) p. 8.

<sup>2</sup>Midwest Program on Airborne Television Instruction Listing Of School Members (Lafayette, Indiana: 1963-64) pp. 1-3.

The Arthur Elementary School houses kindergarten through the sixth grade. Grades one through six are employing the use of instructional television. There are fourteen class rooms for these grades.

The following table shows the grade, number of enrolled in each room and the teacher for that room.<sup>3</sup>

TABLE 1

ARTHUR ELEMENTARY TEACHERS, GRADE  
TAUGHT, AND ENROLLMENT

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>TEACHER</u>
Sixth	27	Mr. Owen Davis
Sixth	27	Mrs. Valerie Fulk
Fifth	29	Miss Carolyn Hunter
Fifth	28	Mrs. Rita Goodman
Fourth	34	Miss Sandre Dolan
Fourth	35	Mrs. Patricia Sitter
Third	24	Mrs. Irene Pennell
Third	25	Mrs. Beulah Schuetz
Third	25	Mrs. Marjorie Jones
Second	26	Mrs. Rose Pankey
Second	25	Mrs. Sandra Crispin
First	21	Mrs. Rosamund Huser
First	22	Mrs. Gloria Harris
First	22	Miss Peggy Doneghue
Total		
14 rooms	370	

Each room has, on a movable elevated stand, a twenty-three inch, 300 watt General Electric set, model MTZIXEB.

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<sup>3</sup>Interview with Warren Peters, Elementary Supervisor, Arthur Unit District 305, July 7, 1964.



All of the rooms are equipped with curtains at the windows and shades on the ceiling dormers. Nearly all of the teachers close the window curtains and dormer shades to stop the glare on the set when using the television.<sup>4</sup>

The installation of equipment for receiving instructional television was completed the summer of 1961. The junior high and senior high schools are housed in the same building. Both buildings in the town are equipped. The reason for installation in both buildings was that, at this time, the National Defense Education Association Title III paid forty per cent of the cost. This is no longer true, because National Defense Education Association Title III will not pay for any installation for instructional television equipment. No instructional television is being used in the high school or the junior high school.

The cost at the time of installation was \$5,991.99. The Unit District paid \$3,235.67. This was a cost of \$5.20 per student.<sup>5</sup> However, this is not a true figure for the elementary building,

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

because it has fourteen sets and the junior and senior high building has only two sets, one in each section of the building.

Membership fees to the MPATI, Inc. are based on the number of school buildings in the unit and the enrollment in school buildings that want to participate. The fees for the Arthur Unit District's two buildings last year were \$370.00 for the elementary building and \$285.00 for the junior and senior high building.<sup>6</sup> Instructional television is not used in the junior and senior high schools, because of the difficulty in the scheduling of the programs.

The elementary school offers courses in science, French, mathematics, and creative dramatics. Mathematics is for the superior students in the fifth and sixth grades. The science courses are for all students one through six. French courses are for all the fourth and fifth grade students. French is an optional, non-credit subject. If the students do not take French, they are given more assignments in the other subjects. French is watched four times a week by the fourth grade and twice a week by the fifth grade;

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<sup>6</sup>School Charter Membership Registration  
(Lafayette, Indiana: MPATI, Inc.)

not all science broadcasts that are scheduled are watched. The creative dramatics telecast is watched once a week by the first grade.<sup>7</sup>

The science broadcast for grades three and four is offered at the same time on the same channel. It therefore follows that the broadcast could be used for either the third grade or the fourth grade but not both; because if it applies to one grade, then it will not apply to the other grade. The same is true for the science telecast for the first and second grades. The mathematics for enrichment subject for the fifth and sixth grades is also conducted in the same manner.

The grade school teachers reported that the fact that the telecasts do not follow sequentially the texts used in Arthur necessitates their assigning material that is not consecutive; this process might confuse the slower students.

The schedule of the airborne television 1963-64 that was used at Arthur is in the appendix.<sup>8</sup>

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<sup>7</sup>Peters, loc. cit.

<sup>8</sup>Ibid.

## CHAPTER III

### THE FACULTY

The Arthur elementary school system has three first grade, two second grade, three third grade, two fourth grade, two fifth grade, and two sixth grade teachers making a total of fourteen teachers.

All but one of these teachers have at least four years of college education. There are no teachers with the Master's Degree. The teaching experience of these teachers ranges from one to thirty-seven years. Twelve of the fourteen teachers have used instructional television two years. The other two teachers have used instructional television one year. Instructional television is used to some degree by all fourteen teachers.

None of the teachers had any professional training in methods of using instructional television before the program was inaugurated. One teacher has attended three short conferences on instructional television, another teacher attended two of these conferences, and one other teacher attended a one-day workshop on instructional television. None of

the eleven other teachers have attended any type of conferences, workshops, or courses.

The two teachers who taught French had no formal training in the subject. Neither of them could speak the language before starting to teach the course. They learned to speak French along with the students.

The table on the following page gives the grade taught, the amount of formal training, number of years taught, number of years teaching with instructional television, the type and amount of orientation for the use of instructional television, and the subjects that are taught with the use of instructional television for each teacher. This table was compiled from data acquired from a data sheet that was received from each teacher.

This table points out that there was very little teacher training for the use of instructional television. Only three of the teachers had a very small amount of orientation for using telecast for instruction; the rest had none.

TABLE 2

ARTHUR ELEMENTARY TEACHERS  
TRAINING AND EXPERIENCE

NAME	FORMAL TRAINING	NO. YRS. TEACHING	NO. YRS. TEACHING INST. T.V.	TRAINING FOR USE INST. T.V.	TELECAST SUBJECT TAUGHT
Miss Peggy Doneghue	4	3	2	2 confer- ence	Science Creative Dramatics
Mrs. Rosamund Huser	4	4	2	none	Science Creative Dramatics
Mrs. Gloria Harris	4	4	1	none	Science Creative Dramatics
Mrs. Sandra Crispin	4	11	2	1 day workshop	Science
Mrs. Rose Pankey	No Degree	15	2	none	Science
Mrs. Marjorie Jones	4	3	2	none	Science
Mrs. Beulah Schuetz	4	31	2	none	Science
Mrs. Irene Pennell	4	37	2	none	Science
Mrs. Patricia Sitter	4	4½	2	none	Science
Mrs. Sandra Dolan	4	3	2	3 confer- ences	Science French
Miss Carolyn Hunter	4	3	2	none	Science
Mrs. Rita Goodman	4	4	2	none	Science
Mrs. Valerie Fulk	4	1	1	none	Science
Mr. Owen Davis	4	14½	2	none	Science Math.

## CHAPTER IV

### SUMMARY OF RESPONSE TO THE QUESTIONNAIRE

The text of this questionnaire was partially derived from reading from the publications, The Uses of Television in Education, North Central Association of Colleges and Secondary Schools, March 1961; The Educational Digest, Volume XXVII, May 1962, pp. 29-31; Phi Delta Kappan, Volume XLV, October 1963, pp. 2-7.

Questions one through fifteen are related to the basic principles of instructional television. Questions sixteen through thirty are related to the teachers' opinions of the educational value of instructional television. Thirty-one through thirty-six are questions related to methods of teacher orientation. Questions thirty-seven through forty are related to the teacher's time. Questions forty-one through forty-three are related to the problem of scheduling. Questions forty-four through fifty are related to the general effects on the teachers.

TABLE 3

## TABLE OF STATISTICS OF QUESTIONNAIRE

	STRONGLY DISAGREE	DISAGREE	UNDECIDED OR UNCERTAIN	AGREE	STRONGLY AGREE
1. Television is a tool for education.				12	2
2. Television is one of the most significant technological developments since the invention of printing.	1	1	5	5	2
3. Television helps bring about the teaching of more pupils by better teachers.		2	7	4	1
4. Appreciation of the values of television as an educational medium increases in proportion to experience with its proper uses.			3	10	1
5. Television is so versatile that it demands a continuous appraisal of the ways in which it may be utilized.			1	13	
6. The successful use of television imposes responsibility for and highlights the necessity of cooperation among administrators, teachers, and other specialized personnel.		1		7	6
7. Effective television teaching demands more preparation and the assistance of more specialized personnel than does conventional instruction.		7		6	1



8. The use of television can improve the total program of instruction.	1	1	12		
9. Television is not a self-contained educational entity, but an instrument which is significant only in the particular educational context in which it is employed.			11	3	
10. The proper use of television provides new incentives for students to assume more responsibility for learning.		4	8	2	
11. Optimum realization of television's potential can result only from intergration of the teaching arts, the graphic arts, and the electronics communication process.		9	4	1	
12. Television is a new medium of communication, not a new method of teaching and learning.	1	2	3	6	2
13. Instructional television vastly extends the reach of the nation's best teachers.		2	5	6	1
14. Instructional television brings to students educational experiences that are quite beyond the potential of conventional means of instruction.		1	1	11	1
15. Instructional television enables schools to offer courses they could not have offered otherwise.			10	4	
16. Television has many educational advantages over other methods of visual aids.	1	1	11	1	
17. The advantages of using television in education lie in the extention of the impact of superior teachers.	2	1	10	1	

18. Television holds promise of improving the effectiveness of the educational process.			5	9		
19. Instructional television should be a basic part of daily instruction.			5	6	3	
20. Courses taught with the use of instructional television are superior to conventional classroom instruction.	1	5	6	2		
21. Television is a one-way medium of communication and its use for instruction deprives the student of valuable contact with the teacher.			6	3	5	
22. Television brings to the student richer, broader, and deeper learning experiences.			2	9	3	
23. Textbooks offer a more unified program of instruction than instructional television.			2	10	2	
24. The classroom teacher can do as well without the use of television.	2	2	8	1	1	
25. The textbooks should correlate with the television.	1		11		2	
26. Textbooks should be used along with the telecast material			1	9	4	
27. The resource guides for each subject are complete enough.	1	6	4	2	1	
28. Our school system should make more use of instructional television.			1	6	6	1
29. Good television reception is not a problem.			2		10	2
30. Class discipline is not a problem during telecast.	1	1		10	2	
31. Learning on the job is the best method of orientation of the teacher to the use of instructional television.	4	6	3	1		

- |   |   |   |    |   |
|---|---|---|----|---|
| 32. Attending summer workshops is the best method of learning to use instructional television.  | 1 | 7 | 6  |   |
| 33. The pre-school conferences that are offered by Midwest Airborn Television Instruction is a service that the teachers should use.                                    |   | 3 | 11 |   |
| 34. The school board should pay the teachers to attend the above workshop.  | 1 | 3 | 9  | 1 |
| 35. All teachers who are to use instructional television should take a college credit course in the method of teaching with the use of instructional television.        | 4 | 2 | 7  | 1 |
| 36. Teacher-training institutions should orient future teachers to the use of educational television.   |   | 1 | 11 | 2 |
| 37. It takes more time and effort to teach with instructional television due to the follow-up of each class, than it would to teach the class in a conventional method. | 6 | 2 | 5  | 1 |
| 38. It is more time consuming to plan the individual lessons with the use of television than it is in the actual presentation of the lesson.                            | 7 | 4 | 3  |   |
| 39. Television gives the teacher more time for individual and group learning activities.  | 1 | 7 | 5  | 1 |
| 40. The use of instructional television is a time saver.  |   | 5 | 7  | 1 |
| 41. The time that the program is offered is the best for me.  |   | 2 | 9  | 3 |
| 42. I never have to interrupt another lesson because of the stability of the television program.  | 1 | 3 | 2  | 8 |

- |   |   |   |    |      |
|---|---|---|----|------|
| 43. The scheduling of television controls the rest of the timing of the school's program.           | 4 | 2 | 6  | 2    |
| 44. It will not become the cause of technological unemployment among teachers.                      |   |   | 9  | 5    |
| 45. Television can be a significant aid in improving the quality of the classroom teacher.          | 1 | 2 | 11 |      |
| 46. Television will never replace the classroom teacher.  |   | 3 | 5  | 6    |
| 47. The teaching of the classroom teacher is upgraded by the use of instructional television.       |   | 6 | 8  |      |
| 48. The classroom teacher learns much more subject matter with the use of instructional television. | 4 | 2 | 8  |      |
| 49. Classroom teachers lose status when the television teacher takes over.                          | 7 | 6 | 1  |      |
| 50. I like to use instructional television.   |   |   | 1  | 11 2 |

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Physical Facilities

The physical facilities are very adequate in the elementary building. The physical facilities in the junior and senior high building are adequate because they are not being used. The installation is adequate. The school is located near the outer limits of the reception area. Eighty-six per cent of the teachers report that good television reception is no problem. The school board was wise to put in the installation before the National Defense Education Association stopped the forty per cent aid for installation. However, if the junior and senior high schools are not going to use instructional television, the sixty per cent of the installation cost can hardly be justified.

#### Scheduling

The stability of the telecast schedule is somewhat of a problem. Most teachers "agree" that the telecast schedule controls the timing of the rest of the

school's program. Most of the teachers are "undecided" or "uncertain" about the best time for the scheduling of the telecasts. The stability of the schedule causes forty-three per cent of the teachers to interrupt other lessons. There is not much that can be done about the scheduling of the telecast because it is an open-circuit telecast. The only thing that the teacher can do to control this problem is to use the repeat telecast if one is offered.

#### The Teachers' Time

The teachers claim, that as a whole, instructional television is not a time saver for them. The use of television affords less time for individual and group learning activities. The teachers split fifty-fifty on their decision that it takes more time and effort to teach with instructional television because of the follow-up required in class, than it would to teach the class by the conventional method.

#### Orientation For Television

The data table reveals the fact that there has been very little orientation for the use of instructional

television. Most of the teachers "disagree" that the best method of orientation is to learn on the job. The teachers believe that the best method of orientation for them would be to attend the pre-school conferences that are telecast one week before school starts. These telecasts are offered by MPATI. They also believe that the school board should pay them for their time that they spend during these conferences. They "agree" that the teachers could do a better job if they took a methods course in instructional television. The teachers "agree" strongly that all teacher training institutes should orient future teachers for the use of instructional television. Their opinion is supported by the research bulletin which states: "There will be a few school children not exposed to ETV by 1971."<sup>1</sup>

Almost all the teachers would like to have some formal training for the use of instructional television, but they do not want to give up their time to get it without being paid. The pre-school telecast

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<sup>1</sup>Herman O. Shibler; What Research Says About ETV 1963, p. 10.

that is offered for teachers by MPATI is an eight-day, three-hour telecast. It is recommended that it would be well worth the expense to the school system to pay the teachers for the twenty-four hours of their time required to attend these conferences. This expense would improve the educational value gained from instructional television.

#### Teachers' Opinions Of The Basic Principles

The teachers unanimously "agree" that instructional television is a tool for education, and not a self-contained education entity. They "agree" that it is a new medium of communication, not a new method of teaching and learning. This opinion coincides with other research that television will neither cure all the ills of education nor solve all the problems because, like the textbook, it is only a tool.<sup>2</sup>

Most of the teachers "agree" that television provides new incentives for students to assume more responsibility for learning:

"Classroom teachers using educational television tell us that it is a medium that is very effective in developing listening skills, and that being

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<sup>2</sup>Teaching by Television (Ford Foundation: New York 22, N. Y., May 1959) p. 61.



able to listen effectively leads to self-learning which is the most effective form of learning".<sup>3</sup>

The teachers vary in their opinions from "undecided" to "agree" on whether instructional television vastly extends the reaches of the nation's best teachers and brings about the teaching of more pupils by better teachers. This variance of opinion indicates that the teachers employed by MPATI have not impressed the Arthur teachers as being superior teachers, but are better than average. Some of the more experienced Arthur teachers are probably just as good as the teachers on television.

The teachers strongly "agree" that instructional television enables schools to offer courses they could not have offered otherwise, and it brings students educational experiences that are far beyond the potentials of conventional means. It is evident that the Arthur Elementary School could not have had French if it had not been taught on the television, because none of the teachers had studied French. It is "agreed" by the teachers that the total program of instruction can be improved with the use of instructional television.

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<sup>3</sup> op. cit., p. 1.

### Teachers' Opinions Of Educational Value

The teachers feel that instructional television has many advantages over other methods of visual aids in the process of education and that it improves the effectiveness of the educational process. They also believe that instructional television brings to the student richer, broader, and deeper learning experiences.

The teachers were "undecided" as to whether they could do as good a job of educating without the use of television. However, the teachers tended to contradict these opinions, because they were "uncertain" or "dis-agreed" that the courses taught with the use of instructional television were superior to conventional classroom instruction.

Textbooks are major tools for the educational process, and the teachers "agree" that the telecast should correlate with the books, and that textbooks should be used along with the television. The teachers believe that the textbooks offer a more unified program than the instructional television programs that they are using. MPATI publishes a resource guide for each course. This guide is supposed to help the teacher co-ordinate the textbook and the telecast. The teachers "agree" that the resource guides are not complete enough.

Fifty per cent "agree" and fifty per cent "disagree" as to whether instructional television should be a basic part of daily instruction. This indicates that only certain telecasts are applicable to the subject taught.

Discipline did not seem to be a problem during the telecast.

Face-to-face communication is the best type. Television is a one-way medium of communication. The teachers split their opinions on "agreeing" and "disagreeing" as to whether it deprives the students of valuable contact with the television teacher.

#### General Effect On The Teacher

The teachers strongly "agree" that television will not replace the teacher. Research has disclosed the same thing. The use of television may eliminate the need for a few teachers, because one teacher can conduct a larger class.

Television is a valuable means of in-service training of teachers, because it has brought superior teaching to the attention of the classroom teacher.<sup>4</sup>

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<sup>4</sup>op. cit., p. 55.

Most of the Arthur teachers "agree" that the teaching of the classroom teacher is upgraded by the use of television and that the television can be a significant aid in improving the quality of the classroom teacher. More than half of the teachers "agree" that they have learned subject matter while teaching with the use of television. When French was put into the Arthur program, none of the teachers could speak it. The teachers have learned along with students. The course is doing very well.

There have been suspicions that the classroom teacher loses status when the television teacher takes over the class. The Arthur teachers "disagree" with this assumption.

Ninety-three per cent of the Arthur teachers "agree" that they like to use instructional television, and eighty per cent "agree" that the appreciation of the value of television increases with experience. Most teachers who teach with television come to like it. The teacher, when first using television, tends to be suspicious and resistant; but the opposition is

usually short-lived, in the case of elementary teachers. In Hagerstown eighty-three per cent of the teachers said they preferred to teach with the aid of television.<sup>5</sup>

#### Recommendations

One of the greatest problems with the Arthur instructional television program is teacher orientation for its use. Since they have had little or no training in the use of instructional television, it is recommended that the Arthur school board pay the elementary teachers to attend the pre-school conferences that are offered by MPATI or pay their tuition fees for a summer workshop.

MPATI does not seem to be doing an adequate job of aiding the teachers in some of the subjects for which it is being used. There is not enough correlation between the text and the telecasts, and too much combining of the grade levels in science. More co-operation is needed between the school supervisors, teachers, and broadcasting company. It is realized that complete coordination of text and telecast will not come about with the use of the open-circuit telecast. A solution would be to use a system of closed-circuit instructional television.

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<sup>5</sup>op. cit., pp. 6-7.

The installation of the closed-circuit system is very expensive. A school the size of Arthur would not be able to finance such a system. The Arthur school will have to use the open-circuit system.

The scheduling of the program is another problem. The teachers will have to prepare their lessons at least a week in advance so that they can use either the original or the later re-broadcast of the same subject. Since television instruction is employed only for a small portion of the day, scheduling the rest of the school program around the telecourses should not prove difficult.

The teachers "agree" that the basic principles are good, that it is a good aid to the educational program, that it is a good in-service training aid, and that they like to use it. It is recommended that the Arthur system continue to use the telecast where it can be applied to its curriculum. "Educational television can improve our chances to realize a long-held dream of good universal education."<sup>6</sup>

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<sup>6</sup>Ibid., p. 10.

# AIRBORNE TELEVISION SCHEDULE 1963-64

	MONDAY 72 76		TUESDAY 72 76		WEDNESDAY 72 76		THURSDAY 72 76	
8:35-8:55	Science Gr. 5	English Lang. Arts Gr. 3 & 4*	Science Gr. 6	Music Gr. 4-6 * (R)	Science Gr. 5	English Lang.Arts Gr. 3-4 *	Science Gr. 6 (R)	Music Gr. 4-6* (R)
9:00-9:30				General Science II Jr.Hi.*(R)				General Science II Jr.Hi.*(R)
9:35-9:55		French I		French I		French I		French I
10:00-10:30		General Science I Jr.Hi.*				General Science I Jr.Hi.*(R)		
10:35-10:55	Science Gr. 3-4	Science Gr. 5 (R)	Science Gr. 3-4	Music Gr. 1-3	Science Gr. 3-4	Science Gr. 5 (R)	Science Gr. 3-4	Music Gr. 1-3*
11:00-11:30		General Science II Jr. Hi. *		General Science I Jr.Hi.*(R)		General Science II Jr.Hi. *		General Science I Jr.Hi. *
12:35-12:55	Music Gr. 4-6	Science Gr. 3-4(R)	Music * Gr. 1-3(R)	Science Gr.3-4(R)	Music * Gr. 4-6	Science Gr. 3-4(R)	Music * Gr.1-3(R)	Science Gr.3-4(R)
1:00-1:20	Science Gr. 1-2	Arith. Gr. 6 *	French II	Arith Gr. 6 *	Social St. Gr. 3 *	Arith. Gr. 6 *	French II	Arith. Gr. 6 *
1:25-1:45		Math for Enrichment Gr. 5-6	English * Lang.Arts Gr.3-4(R)	Science Gr.1-2(R)		Math for Enrichment Gr. 5-6	English * Lang.Arts Gr.3-4(R)	Creative Dramatics Gr. 1-2 *

(R) Repeat telecasts. (We expect to view a telecast only once but you may use the repeat telecasts to make your program flexible).

\* Optional (Must be discussed and approved by Mr. Peters).

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